

Getting Ready

Montana Common Core Standards and Assessments

Announcing the adoption
and transition to

**Montana Common Core Standards
and Assessments**

by the Montana Board of Public Education
on **November 4, 2011.**



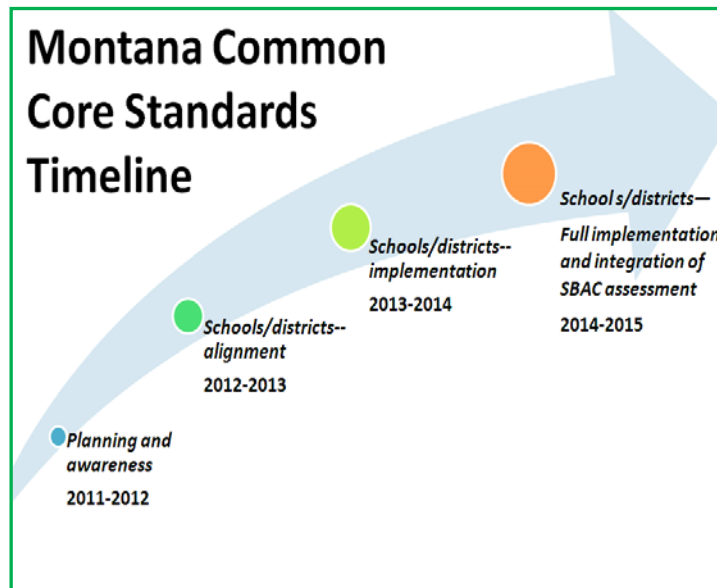
The Montana Office of Public Instruction will provide
on-going information, training and resources.

Website: <http://www.opi.mt.gov/MontanaCommonCoreStandards>



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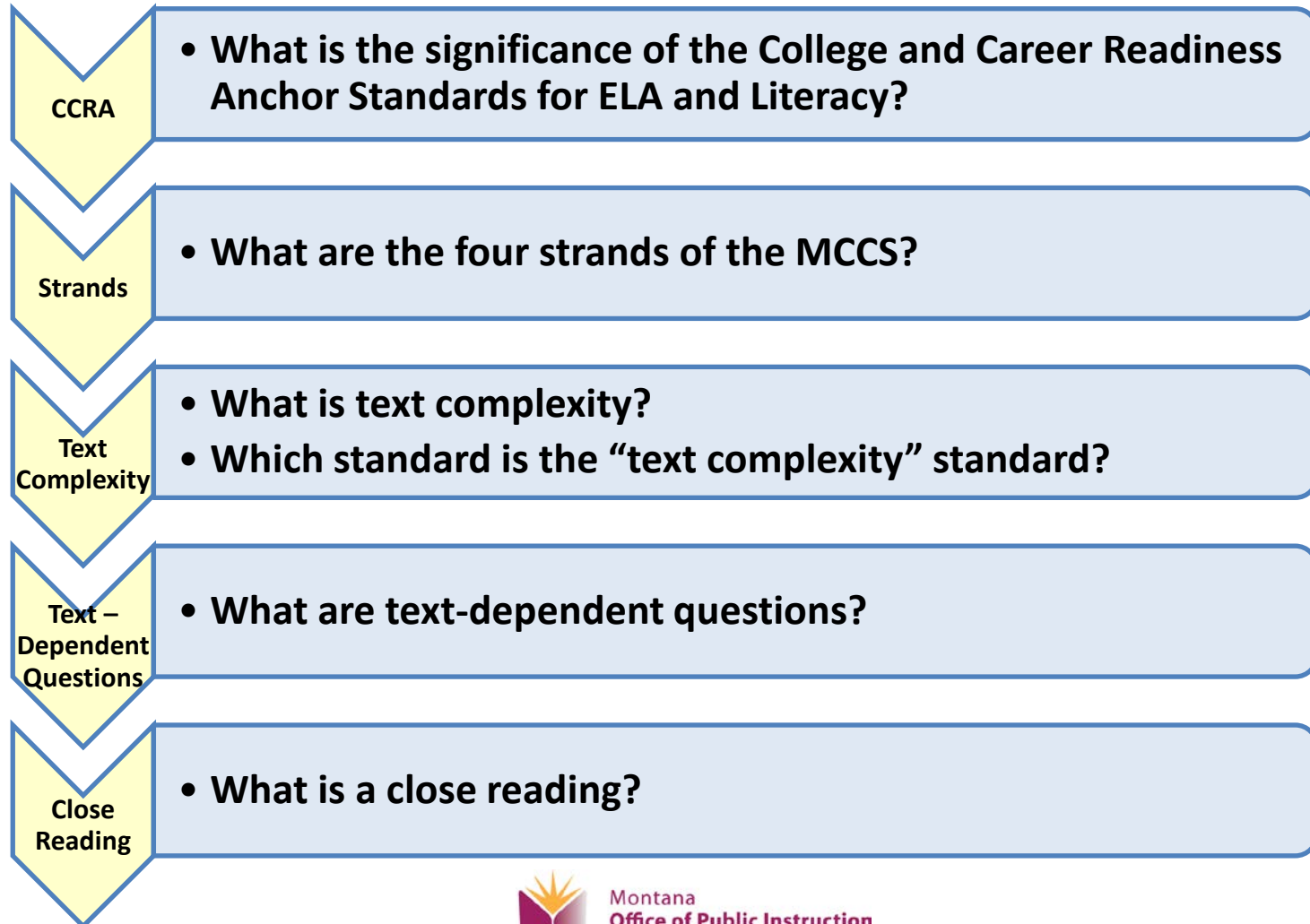
Montana Common Core Standards and Assessments



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Montana Common Core Standards



Objectives

- Identify areas within the self-assessment that directly impact goals for the MCCS
- Review resources for Stage 1-3 of the MCCS continuum
- Connections of the MLP and the MCCS
- Introduction to the Unpacking Documents
- Create or update goals and action steps for MCCS
- Quick Wins with the MCCS



Metacognition

- “Metacognition is a term used to refer “to the knowledge and control we have of our own cognitive strategies.” (Baker, 2002)
- “**Knowledge**” refers to one’s understanding of oneself as a learner, including our knowledge of learning expectations and the strategies needed to accomplish learning tasks.
- “**Control**” refers to the construction of a plan for learning and monitoring whether or not one is successful with that plan.

Project CRISS p. 3

The Self-Assessment

Standards:

The **Montana Common Core Standards (MCCS) Stages of Implementation Continuum** includes six stages, which provide comprehensive resources for school districts to self-assess readiness, create action plans, and access targeted resources and processes for aligning curriculum, instruction and assessment.

www.opi.mt.gov/MontanaCommonCoreStandards

Stage 1: The Montana Early Learning Guidelines (MELG) and/or the MCCS for each grade and subject area have been thoroughly studied and are understood.	1	2	3	4	5
Stage 2: Curriculum has been aligned with the MELG and/or the MCCS.	1	2	3	4	5
Stage 2: Instructional materials are aligned with the MELG and/or the MCCS.	1	2	3	4	5
Stage 3: Assessments are aligned with curriculum and with the MELG and/or the MCCS.	1	2	3	4	5
Stage 4: Educators design, adapt and use evidence-based best practices to support effective delivery of the curriculum and assessments.	1	2	3	4	5
Stage 4: A comprehensive scope and sequence is communicated and aligned to the MELG and/or the MCCS.	1	2	3	4	5
Stage 4: A pacing guide outlines a consistent instructional timeline and is adhered to by all staff.	1	2	3	4	5
Stage 5: Educators engage in horizontal (e.g., grade level) and vertical (e.g., cross-grade level) alignment of curriculum and assessments.	1	2	3	4	5
Stage 6: Educators have analyzed assessment results (e.g., Smarter Balance, curriculum assessments, and independent progress monitoring assessments) and processes are established to make systematic changes based on data results.	1	2	3	4	5

Action Ideas for Standards:



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The Self-Assessment

Instruction and Intervention					
Instructional materials and content are aligned to the MELG and/or the MCCS.	1	2	3	4	5
Instructional materials and content include explicit and systematic instruction in reading, writing, listening, and speaking in all content areas.	1	2	3	4	5

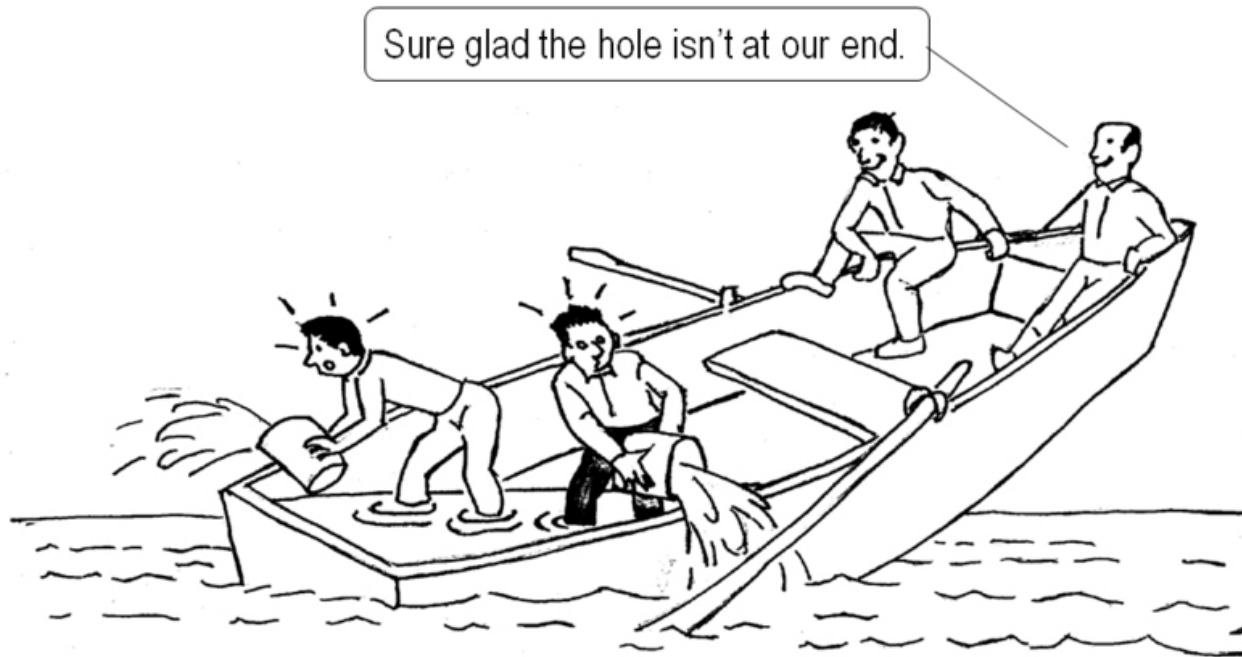
Assessment and Data-based Decision Making					
Assessment tools and procedures align to the MELG and/or the MCCS.	1	2	3	4	5
Comprehensive assessment system includes both formative and summative assessments.	1	2	3	4	5

Professional Development					
Professional development is aligned to the MELG and/or the MCCS and is provided for staff across all content areas on explicit and systematic instruction in reading, writing, listening, and speaking.	1	2	3	4	5

Community and Family Involvement					
Parents and families are informed of literacy expectations outlined in the MELG and/or the MCCS and are updated on individual student progress towards meeting those expectations a minimum of three times per year.	1	2	3	4	5



Shared responsibility for students' literacy development



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Literacy is defined as the ability to read, write, speak, listen and view in order to communicate with others effectively. Literacy is also the ability to think and respond critically in a wide variety of complex settings. Montana students need to be able to use their literate abilities in multiple ways and for multiple purposes in an ever-changing world.

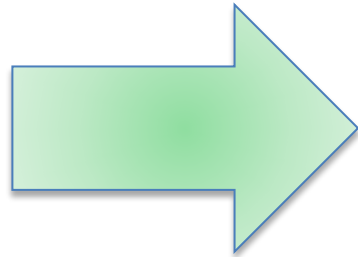
Montana Literacy Plan



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Montana Common Core Shifts

Shift 1: K-5 Balancing Informational & Literary Texts
Shift 2: 6-12 Knowledge in the Content Areas
Shift 3: Staircase of Complexity
Shift 4: Text-based Answers
Shift 5: Writing from Sources
Shift 6: Academic Vocabulary



ELA/Literacy

1. **Building knowledge through content-rich nonfiction.**
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational text.
3. Regular practice with **complex text** and its **academic language**.



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The Montana Common Core Standards

College and Career Readiness is the central focus of the new standards.

Strands: Reading, Writing, Speaking and Listening, and Language aligned with College and Career Readiness Anchor Standards.

Literacy and writing are to be taught across all disciplines.

SY 2014-2015 Montana will take a new summative assessment which is currently being developed by the SMARTER Balanced assessment consortia.



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Quick Wins

Shift 6



- Academic Vocabulary

Shift 3



- Staircase of Complexity

Shift 4



- Text-based questions
text-dependent questions



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- How does the MCCS affect the instruction currently happening in our Pre-K programs?
- What does this look like through the Pre-school lens?



Shift 6



- Academic Vocabulary

=

**Oral
Language
and
Vocabulary
Development**



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Shift 3



- Staircase of Complexity

=

- Dialogic Reading
- Explicit Vocabulary Instruction
- Embedded Vocabulary in Read-alouds



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Close Reading

- Read and reread
- Each reading should accomplish a separate purpose:
 1. Allow the reader to determine what a text says.
 2. Allow the reader to determine how a text works.
 3. Allow the reader to evaluate the quality and value of the text (and connect the text to other texts).

Adapted from Shanahan, T., Meeting the Challenge of Common Core: Planning Close Reading.



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Close Reading

- All focus on text meaning
- Minimize background preparation/explanation
- Students must do the reading/interpretation
- Teacher's major role is to ask text-dependent questions
- Multi-day commitments to texts
- Purposeful rereading (not practice, but separate journeys)
- Short reads

Shift 4



- Text-based questions
text-dependent questions

•Dialogic Reading



•Teacher Think-alouds

•Explicit Modeling



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Text-Dependent Questions are NOT...

- Low-level, literal, or recall questions
- Focused on comprehension strategies
- Just questions

achievethecore.org



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Text-Dependent Questions....

- Can only be answered with evidence from the text.
- Can be literal (checking for understanding) but must also involve analysis, synthesis, evaluation.
- Focus on word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focus on difficult portions of text in order to enhance reading proficiency.
- Can also include prompts for writing and discussion questions.



Three Types of Text-Dependent Questions

When you're writing or reviewing a set of questions, consider the following three categories:

- Questions that assess themes and central ideas
- Questions that assess knowledge of vocabulary
- Questions that assess syntax and structure



Reading: Foundational Standards

Unpacking the MCCS Document: A Progression of Sub-Skills

Reading: Foundational Standards

Grade: Kindergarten

Unpacking the MCCS Document: A Progression of Sub-Skills

	<i>Print Concepts</i>
RF.K.1	Demonstrate understanding of the organization and basic features of print.
UNPACKING THE STANDARD	<p>Students will understand basic print features. They will learn that:</p> <ul style="list-style-type: none"> books have a correct position; that print has specific directionality; and print has meaning and is made up of letters. <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Show me where to begin reading. Where do I go from there? After that? Which page do I read first? Point to the words as I read.
RF.K.1a	a. Follow words from left to right, top to bottom, and page by page.
SUB-SKILLS	<ul style="list-style-type: none"> Demonstrate an understanding of book awareness (e.g., knows the front of the book, turns pages from front to back). Differentiate between pictures and words in a book when prompted. Demonstrate an understanding of what a letter is. Demonstrate an understanding that words are made up of letters.
INSTRUCTIONAL EXAMPLES	<ul style="list-style-type: none"> Participate in big book experiences led by the teacher (e.g., teacher reads a big book pointing out features of a book and using finger to track print). Participate in shared book experiences at a teacher-led center.
RF.K.1b	b. Recognize that spoken words are represented in written language by specific sequences of letters.



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Unpacking the MCCS Document: A Progression of Sub-Skills

The Standard

Unpacking the Standard

Sub-skills

Instructional Examples



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Planning Time

- Look through the Reading Foundational Skills Unpacking Document. Highlight the Sub-skills that align directly with early literacy skills that are, should or could be, emphasized in your Pre-K program.
- Create a goal with action steps directly related to the MCCS.



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